2.L.1.1. Students are able to **classify** plants according to similarities and differences.

Webb Level: 2
Bloom: Application

Verbs Defined:
Classify – group

Key Terms Defined:
None defined

Teacher Speak:
Students are able to classify (group) plants according to similarities and differences.

Student Speak:
I can group (classify) plants according to similarities and differences.

2.L.1.2. Students are able to **classify** people and animals according to similarities and differences.

Webb Level: 2
Bloom: Application

Verbs Defined:
Classify – group

Key Terms Defined:
None defined

Teacher Speak:
Students are able to classify (group) people and animals according to similarities and differences.

Student Speak:
I can group (classify) people and animals according to similarities and differences.

2.L.2.1. Students are able to **describe** how flowering plants go through a series of orderly changes in their <u>life cycle</u>.

Webb Level: 2
Bloom: Comprehension

Verbs Defined:
Describe – to tell in words and/or numbers

Key Terms Defined:
Life cycles – repeated stages

Teacher Speak:
Students are able to describe (to tell in word and/or numbers) how flowering plants go through a series of orderly changes in their life cycle (repeated stages).

Student Speak:
I can tell in words and/or numbers (describe) how flowering plants go through repeated stages (life cycle).

2.L.2.2. Students are able to **compare** <u>life cycles</u> of various living things.

Webb Level: 2
Bloom: Comprehension

Verbs Defined:
Compare – match up

Key Terms Defined:
Life cycles – repeated stages

Teacher Speak:
Students are able to compare (match up) life cycles (repeated stages) of various living things.

Student Speak:
I can match up (compare) the repeated stages (life cycles) of various living things.

2.L.3.1. Students are able to **describe** ways that plants and animals depend on each other.

Webb Level: 2
Bloom: Comprehension

Verbs Defined:
Describe – to tell in words and/or numbers

Key Terms Defined:
None defined

Teacher Speak:
Students are able to describe (to tell in words and/or numbers) ways that plants and animals depend on each other.

Student Speak:
I can tell in words and/or numbers (describe) ways that plants and animals depend on each other.

2.L.3.2. Students are able to **associate** adaptations in plants and animals in response to seasonal changes.

Webb Level: 2
Bloom: Comprehension

Verbs Defined:
Associate – to link

Key Terms Defined:
Adaptations – change in species over time

Teacher Speak:
Students are able to associate (to link) adaptations (change in species over time) in plants and animals in response to seasonal changes.

Student Speak:
I can link (associate) changes in species over time (adaptations) to plants and animals in response to seasonal changes.

2.L.3.3. Students are able to **recognize** what it means for a <u>species</u> to be <u>extinct</u> or <u>endangered</u>.

Webb Level: 1
Bloom: Knowledge

Verbs Defined:
Recognize – to know

Key Terms Defined:
Extinct – the species no longer exists
Endangered – the species has so few numbers that it may soon be extinct
Species – related organisms that can produce offspring

Teacher Speak:
Students are able to recognize (to know) what it means for a species (related organisms that can produce offspring) to be extinct (the species no longer exists) or endangered (the species has so few numbers that it may soon be extinct).

Student Speak:
I know (recognize) what it means for related organisms that can produce offspring (species) to no longer exist (extinct) or have so few numbers that it may soon be extinct (endangered).